

Overview Ground rules & Preparation

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times or comments of a negative nature made towards other children (whether intentional or not). Such ground rules support broader class rules and the school's behaviour policy. To be effective, children and teachers should develop ground rules together, re-visit them at the start of every lesson and apply them in all discussion and group activities, amending them as necessary.

- respecting what people say
- listening to others
- not asking personal questions or putting people 'on the spot'
- not making assumptions about other people
- having the right to 'pass' if you do not wish to comment

It is good practice for teachers to:

- work with children to establish ground rules about how they will behave towards each other in discussion
- offer some opportunities for children to discuss issues in small groups as well as sharing views with the class
- make something available in which children can place anonymous questions or concerns, to avoid having to voice them in front of the class
- provide access to balanced information and differing views to help children clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)
- exercise sensitivity to the needs of individuals, as some children may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality (ensuring that children understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)

Relationship & Sex Education - Year 3

Overview

Y3 Sequence of Learning

Sequence of learning:

The content of each stage of may happen over a number of session to ensure the learning is covered in depth and children have time for a full understanding.

1. **Why are friendships important? What makes a good friend?**
2. ***Are friendships all the same? (Lifewise scheme)***
3. **What happens when friends fall out?**
4. ***What is the difference between gender and sex? What is a stereotype? (Lifewise scheme)***
5. **What are the similarities and differences between males and females?**
6. **What is consent?**
7. **Are all families the same?**
8. ***What is a healthy relationship? (Lifewise scheme) Who can I ask for help?***
9. ***Who is special in my life who I can trust? How can friends trust me? (Lifewise Scheme)***
10. ***Why do families change and separate? (Lifewise scheme)***

Vocab:

friend, friendship, social, close trust, caring, kindness, valuable, qualities, important, argument, conflict, quarrel making up, apologise, solve, solution, physical difference, male, female, human, animals, boy, girl, man, woman, doctor, midwife, gender, private parts, penis, vagina, testicles, nipples, venn diagram, bubbles, push, hug, cuddle, kiss, stroke, touch, like, dislike, difference, respect, uncomfortable, trust, warning signs, families, difference, help, support, same sex couple, carers, friends, special people, married, civil partnership, grandparents, siblings cousins, half siblings, fostered, adopted, stereotype, uniqueness, permission, consent , equality, confidante, soulmate, colleague, acquaintance, peer, respect, compassion, compliance, codependence positive, health, family, relationship, unhealthy, support, relatives, committed, married, civil partnership, marriage, commitment, connected, opposite, trust, understanding, caring, trust, special, worried, safe, secret, pretend, protected, belonging, unkind, unsafe, earn

1. Why are friendships important? What makes a good friend?

Why are friendships important? What makes a good friend?

What makes a good friend?

Make notes and keep these to refer to throughout the unit of learning

Good friends: Case Study

Read the case study and discuss what makes the friendship good.

Friendship: always, sometimes, never

Friendship zone of relevance

Friendship Acrostic poem

Working as a team, create an acrostic poem showing the qualities of friendship.

F
R
I
E
N
D
S

Friend brainstorm

On flipchart, brainstorm about different types of friends e.g. players in a team, people in a class, best friends, parents/couples. People will have different types of friends through their lives. Some will be close, and some will not be.

Children may mention online friends. It is important to reiterate the importance of following safety rules when having online contact.

Complete the sentence:

Friendship is important because ...

Friendship : true and false

Ask children in pairs to come up with what they have learned in the lessons - something that is true about friendship and something that is false.

The class have to decide true or false

Children will know that:

- There are different types of friendships that are important to us
- Friendships are important and having friends is valuable
- Friends care for each other and value each other

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Friendship case study

A. Tu and Charlie are best friends. They like doing everything together and like all the same things too. Some days they even like wearing the same types of clothes as each other. They love telling each other jokes and are always giggling and laughing together. They share all their favourite things with each other. If either of them is worried about something, they can always talk about it to the other and know they'll listen. When they are allowed, they visit each other's houses to play. They buy each other the best presents for birthdays and choose little gifts for each other from their holidays.

B. Sharma, Alex, Clare and Logan love playing football. They play every lunchtime at school, as well as at after-school club and often meet up for a kick-about at weekends in the park too. They help each other practise their skills and keep score of who is the best at penalty shoot-out. They always cheer each other on and high five after every goal! If one of them falls over on the pitch, the others always go over to help them up and check they are ok. They encourage each other on the pitch and don't get cross or laugh at each other if one of them misses the ball.

C. Brooke, Sam and Li are in the same class at school. Sometimes they sit together and sometimes they don't but they do often work together in class. They love a challenge and trying to come up with the best ideas. If one of them gets stuck, they try to help and they give each other pointers on how they can improve their work. When they are asked to choose the class story they take a vote between them and they always help each other to tidy up. They don't really play together outside school as they all have other friends too, but they do look out for each other.

D. Dana lives next door to Mr G. Mr G likes to plant flowers in his garden and Dana's mum chats to him over the garden fence. He always says 'hello' and greets them with a big smile. Mr G sometimes helps Dana with homework and at weekends he bakes bread which Dana likes to help with too! Dana doesn't know how old Mr G is, but he must be quite old. He drinks strong coffee out of a big cracked mug and tells Dana stories and Dana listens. Dana and mum help Mr G with his shopping and odd jobs (like painting the garden fence). Mr G says it is nice to have friends like them.

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Friendship statements

Qualities of friendship			
Friends...	Always	Sometimes	Never
...are best friends			
...like doing all the same things			
...wear the same clothes			
...share their favourite things			
... help each other			
... cheer each other up			
... hug each other			
... get cross with each other			
... speak kindly to each other			
...play together			
...look out for each other			
... listen to each other			
...have fun			

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Friendship ideas bank

Like the same things

Give hugs / high fives

Speak politely to each other

Support the same team

Live near each other

Encourage each other

Wear the same clothes

Listen

Don't get cross with each other

Want to play together

Go to the same school

Allow others to join in

Are honest

Look after each other

Are kind Talk

Are the same religion

Are the same age

Are the same religion

Make each other laugh

See each other often

Share

Sit together in class

Are always friends

Help each other

Cheer each other up if one person is sad

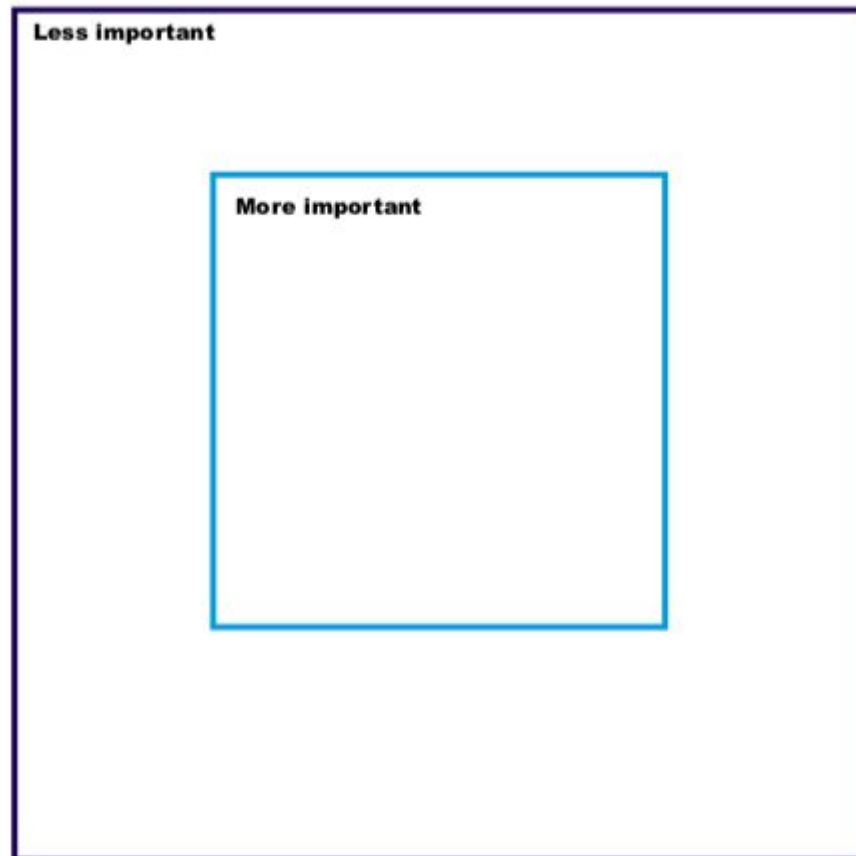
Give presents

Don't have any other friends

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Friendship Zone of relevance

Not important



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2. Are all friendships the same? (Lifewise scheme)

Different Friendships and Their Importance

[Lifewise - CLICK HERE](#)

Introduction

Children's peer relationships have a significant impact on their development. Even very young children understand that social connections are important to our happiness. And, even for very young children, their social relationships affect their developing executive functioning. Teachers can leverage the power of these peer relationships to encourage the development of strong executive function abilities: impulse control, emotional regulation, flexible thinking, working memory, planning and prioritising, task initiation, and organisation. Peer mentoring and peer coaching are powerful ways to help students learn executive function strategies in a supportive setting. The subject of friendship needs explicit and thoughtful teaching. As children move through KS2, their understanding of friendships grows - from appreciating the roles different people (e.g. acquaintances, friends and relatives) play in our lives to thinking about clarifying and developing personal values in friendships, love, eventually leading to intimate relationships. The way they experience loyalty, or lack of it now, affects their expectations about future interactions. Learning how to safely and responsibly form, maintain and manage positive relationships, is a lifelong skill that starts with an understanding that all friendships involve equity, personal boundaries and respect. Thinking of synonyms establishes a greater range of possible relationships and features which are common to them.

Scenario

Poppy and Jada are best friends; they like the same style of clothes, watch the same TV programmes, and they look like twins. But Poppy loves football, which Jada hates and Jada likes to play piano; Poppy can't play.

How can they be respectful of each others' choices to follow different hobbies?

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2. Are all friendships the same? (Lifewise scheme)

Challenge activities - see Lifewise link

Friendship Groups

Identify people in your life who fit into the different categories of friendship. Are there signs and expectations that would allow or force people into different groupings? Discussion point: For what reasons might you 'unfriend' someone in real life?

BFF, Peer, Acquaintance

Sentence stubs activity to encourage children to evaluate the qualities and expectations of themselves and others as friends.

Friendship Comprehension

True or False tick sheet after reading a comprehension text based on Fiona's behaviour as a friend.

Deeper understanding:

The use of the video enables some detachment from the kinds of issues that undermine their trust in current friendships or relationships and allows children to discuss the importance of trust, equality, kindness, honesty, and independence. Whilst initial connections might come naturally, relationships need constant work. It demonstrates how friendships can change over time, and provides an opportunity (because of the over zealous and protective parenting displayed by Megan's Mum) to discuss their rights to make independent choices about friendships.

Children will know:

- that friendships; to appreciate how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

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3. What happens when friends fall out?

What happens when friends fall out?

Friendship circles

Imagine a group of friends and what they may do to remain good friends.
Make a list on the flipchart

Fall out concept cartoon

Imagine the children have had an argument.
What could the children say next?
Write lots of different ideas.
Make sure there is an asking for help solution.
Which would be the best response and worst response.

Friendship advice

Remind of the case studies in previous learning.
Now look at friendship forum post - what has happened to the characters?
Imagine they are part of the online friendship forum, giving advice to people who have been quarreling. Respond with ideas how to manage the situation.

Think how it could have been prevented in the first place. Were there behaviours which led to the falling out? What could have been differently?
Make sure children are thinking about the consequences before acting.

Feelings bubbles

Even close friends may fall out.
What could be the reasons of falling out?
Draw circles on the flipchart.
Write in the circles how it feels when someone quarrels with their friend.
Quarreling is not a nice time for anyone involved

Children will know that:

- Sometimes friends fall out
- When friends fall out, it is upsetting
- There are skills people can learn to solve arguments with friends
- It is likely that after a fall out, friends will become friends again!
- Friendships change over time

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Friendship circles

Imagine a group of friends.

What do they do to remain good friends?

Complete the sentences below.



They always...

They sometimes...

They never...

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Friendship fall out concept cartoon

1

2



3

4

I think number ____ is the **best** option because...

I think number ____ is the **worst** option because...

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Friendship forum posts

A. Hi, please help! Me and my best friend, Charlie, used to do everything together. We liked the same things, laughed at the same things, shared all our favourite things and always gave each other gifts and cards. I could tell Charlie about anything that was worrying me. Now, Charlie doesn't seem to want to know me and I feel all alone. Charlie seems to play with everyone else in the playground now and when I suggested Charlie come round for tea, I just got a message saying 'no thanks'. I don't know what has happened because we were such good friends. I feel really sad. What should I do?

Tu

B. Hey, I hope you can help me with this problem. I had some really great mates who I played football with at school and in the park. We always used to cheer each other on but recently I've noticed they don't seem to want to include me in their teams. Yesterday, they even said I should just be 'sub' on the side-lines and after the game they didn't really talk to me. I thought I was getting better at football and that it didn't really matter anyway. Alex is trying out for the school team and Clare and Shama think they are the best. I feel really fed up and left out. Should I just give up on football and our friendship?

Logan

C. Hi, I have an issue. The other day I was working on our project when one of my friends got really cross and shouted at me. They called me a nasty name and said I was stupid. I got upset and cried but then they laughed! Another friend said I should tell the teacher but I am not sure what to do. I don't want to make it worse. We have to finish our project soon and I'm worried we will get a bad mark. It's not very nice when someone in your class is horrible to you and I don't really know what to do. I'm sure I didn't do anything wrong – did I?

Sam

D. Can you help me with this friendship? Our next door neighbour is a kind old man who I think of as a really good friend. But... the other day I was playing football in the garden and the ball went over the fence and smashed into his greenhouse. Mr G was really cross and I felt really embarrassed. I don't think I can ask him to tell me stories or help him bake bread anymore. Is there anything I can do to stay his friend?

Dana

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Friendship problem solver

Friendship Problem Solver	
Message	Reply
My best friend doesn't seem to want to be my friend anymore.	
My friends and I used to play football together but now they play on their own and I feel left out.	
One of my classmates shouted at me and called me a nasty name. I felt upset.	
I accidentally kicked my football over the garden fence and it smashed my elderly neighbour's greenhouse. We were friends but now he is cross.	

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4. What is the difference between gender and sex? What is a stereotype? (Lifewise scheme)

Gender Stereotypes & Redefining our Expectations

[Lifewise - CLICK HERE](#)

Introduction

Begin by explaining the outdated ideas in the traditional song introduced in the thunk. The original poem, published over 200 years ago, tried to reinforce notions that girls are gentle and nice and boys are wild and not accountable for bad behaviour. Ensure that children understand that this is a subconscious way of establishing unhelpful and discriminatory gender expectations.

Read “Dog’s Don’t Do Ballet” by Anna Kemp - ask some questions which will help to draw out the message of the story, which is that people (and dogs!) don’t always behave according to stereotypes and that those expectations can lead to people (and dogs!) being miserable:

1. What three things does the dog like?
2. What does the dog think he is?
3. Can you draw what you think a tutu is?
4. When does the girl go to ballet class?
5. Who was peeking in the window?
6. Why is the dog upset?
7. How do you know the dog is upset?

Make the link between this analogy and the gender-based and biased expectations that some people have about boys and girls. And explain, simply and briefly, the difference between biological sex and gender - sex is the biological and physical characteristics, gender refers to the ‘norms’ and expected roles and relationships between boys and girls.

Scenario

A group of children are playing in the park. A boy trips, falls, and grazes his knee. He starts to cry but no one comforts him. He gets up and sits on a bench, still crying. Two other kids yell at him to stop being such a sissy—boys don't cry over something so silly! What do you think of their advice?

Ensure that children understand that encouraging boys not to cry is also part of the problem - we all need to show emotion and to learn how to be strong and to bounce back from hurt.

Challenge activities - see Lifewise link

Unfair Ideas and Expectations

Talk about some unfair ideas and expectations that the class is aware of about boys and girls, such as ‘girls can't play football’, ‘boys can't wear pink’. Agree that these ideas are false, unfair and can hurt people’s feelings.

Gender and Jobs

Class or group discussion related to job aspirations and occupations. This is an opportunity for teachers to uncover and challenge stereotypes and to promote role models.

Inspiring Role Models

Links to videos

- <https://youtu.be/SWqrDHOwDXo>
- <https://www.youtube.com/watch?v=bFDdQhVVxkE>
- <https://www.youtube.com/watch?v=c-tW0CkvdDI>
- <https://www.youtube.com/watch?v=rYGppWw-iuw>

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4. What is the difference between gender and sex? What is a stereotype? (Lifewise scheme)

Deeper understanding:

Explore how children can respond when they are not allowed to be who they need to be, or when they are discouraged from following a particular interest because of gender bias. They can become despondent and miserable or they can be encouraged to be assertive and to challenge.

Use the opportunity to talk about ways that they can be assertive in expressing themselves. The activities invite children to storyboard their own ideas about how they might be different to expectations, they can discuss the ways that jobs, in the past, have been associated with specific genders and that this is also discriminatory and they have the opportunity to identify role models who have challenged gender bias.

Children will know:

- that gender identity and biological sex are different by definition;
- the importance of tolerance, inclusion and respect and to challenge gender stereotyping, showing support for people who are discriminated against.

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5. What are the similarities and differences between male and females?

What are the similarities and differences between males and females?

Male and female babies

In groups, give each group a **Clothed Babies picture card**. Ask them to discuss whether they can tell from looking at this picture whether the baby is male or female? Can they explain how they know this?

Display the baby pictures on the whiteboard and ask pairs to feedback their responses. Prompt them by asking how a midwife or doctor might tell the sex of a baby when it is first born. If appropriate, remind them of any work they may have done in Year 2 about differences and body parts.

Establish that you cannot always tell the sex of a baby by looking at it with its clothes on. Ensure the class understands that it is the private parts of a baby which confirm whether it is male or female. Explain the meaning of the word private.

Accept any words the children use for the private parts and ask if they know the scientific words. Explain that you will be using agreed scientific words in these lessons.

DVD: Living and Growing, Unit 1, Programme 1

Differences

Explain to the class that they are going to see a DVD about differences and in particular about the differences between male and female animals and between boys and girls.

They will see cartoon pictures of male and female body parts. Discuss how they might handle their feelings about this. Watch the DVD Differences; pause after the ice-skating sequence. *What was the DVD about? What surprised you? What did you like/dislike about it?*

Share some ideas and acknowledge any feelings which came up during the film. Discuss the story of Mogsy the cat, asking questions such as; *What happened to Mogsy? Why was Jamal surprised when he found Mogsy? What were the kittens like when they were born? What do kittens need? How did Mogsy feed her kittens? Who did Mogsy need in order to make a kitten? Ask if anyone in the class has a pet. Is the pet male or female? Have they had any young?*

Ask the children what the differences were between the boy and girl in the cartoon pictures. Can they remember the words for the male and female private parts? Write the words penis and vagina on the board.

Body parts activity

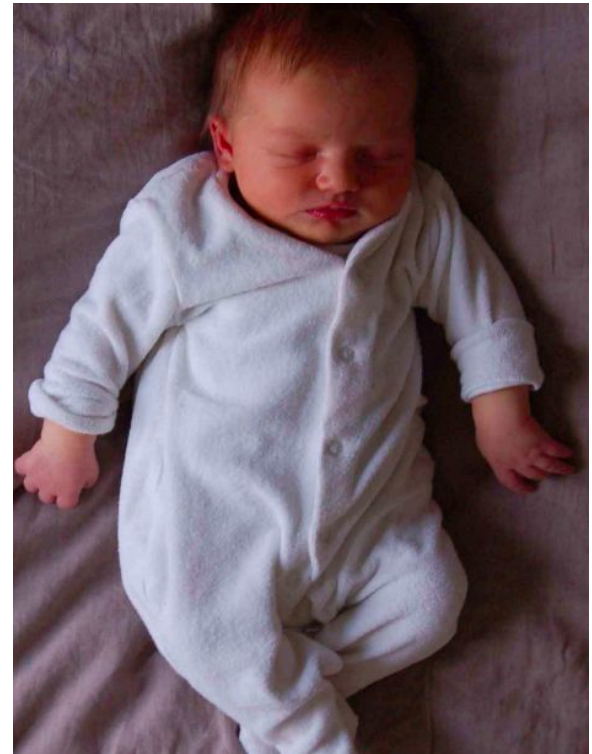
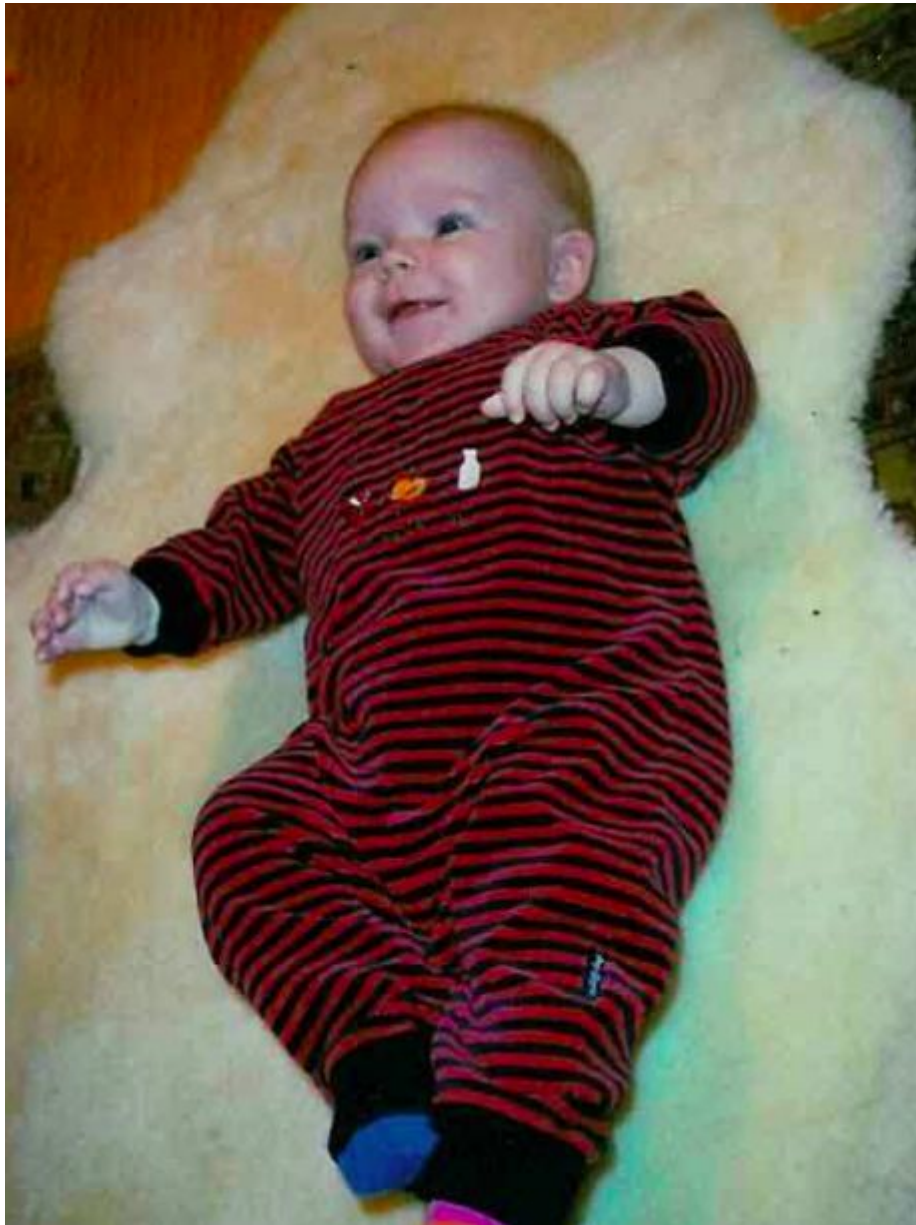
Reinforce that there are some important differences between male and female bodies and they are going to learn the agreed science words for these today. Create a **Venn diagram** in the middle of the circle using the two hoops. Explain that a Venn diagram is used for sorting things. Use the hoop labels to designate one side of the Venn diagram 'male', one side 'female' and the centre 'both'. Give a **Body Parts picture card** to each pair of children and ask them to consider where it could go in the Venn diagram. When they have all decided, ask them in turn to read out the card and place it in one of the spaces. After the activity is completed ask the children what they notice and ensure they recognise that most body parts are the same for males and females, only some are different. If necessary, refer to the Female x-ray picture to clarify that the vagina is inside the body.

Children will know:

- that there are similarities and difference between males and females
- the scientific names of male and female body parts

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Clothed baby cards














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Body Parts Worksheet

Body Parts Worksheet

Match the labels to the correct body part

	Arms
	Feet
	Vagina
	Nipples
	Penis
	Testicles
	Hand
	Eyes
	Ear
	Knees
	Nose



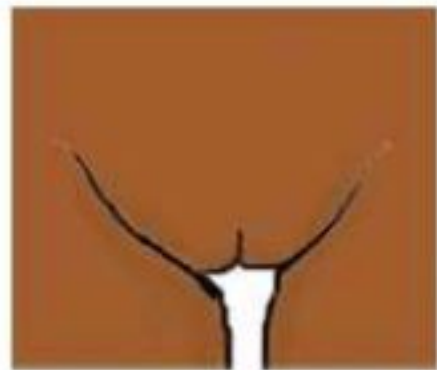
Eyes



Nose



Tummy



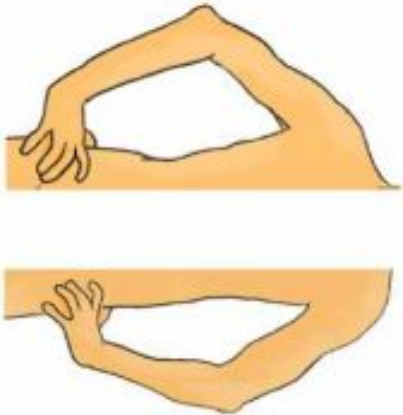
Vagina



Testicles

Ears





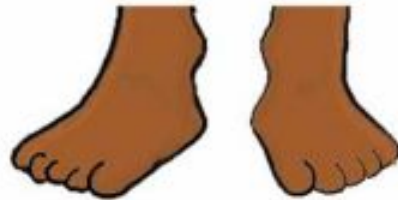
Arms



Belly Button



Nipples



Fingers



Head

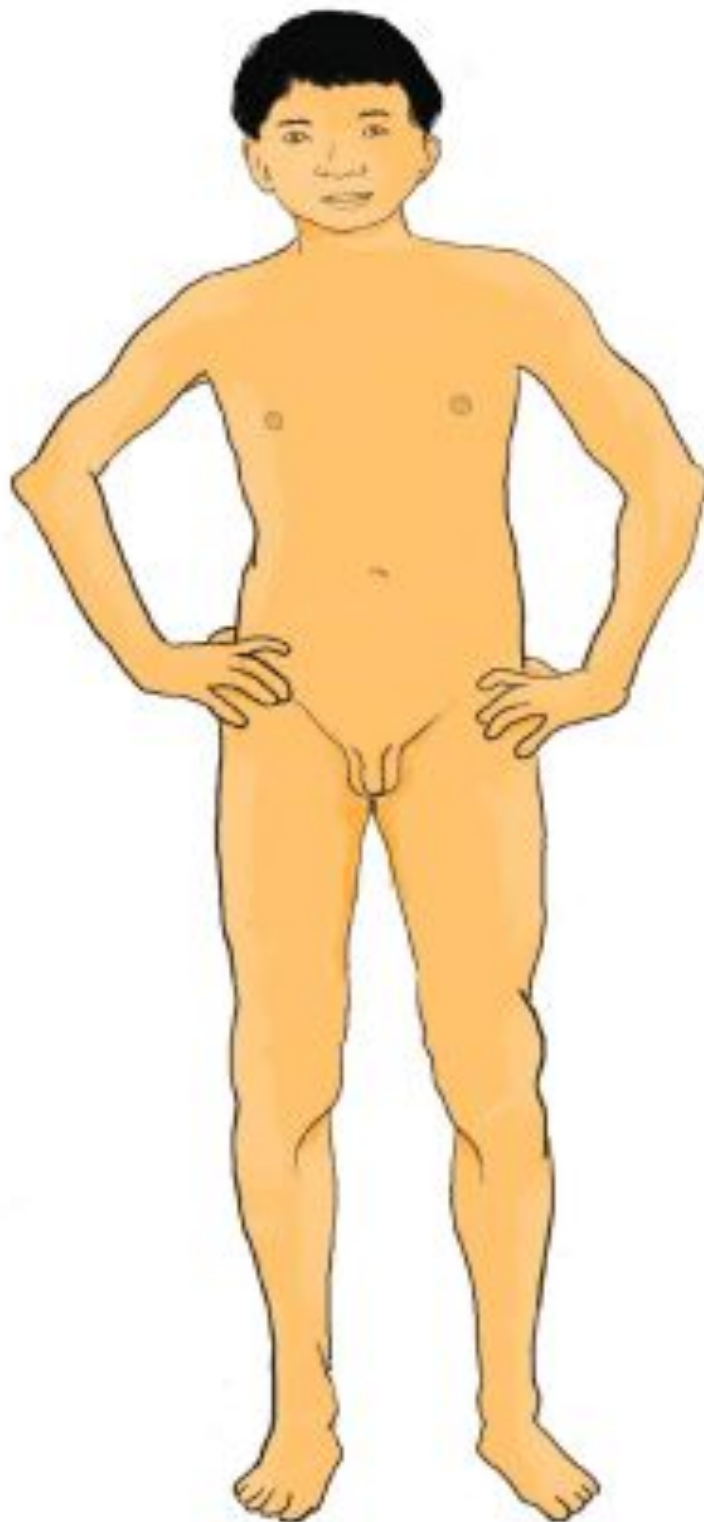


Penis



Knees

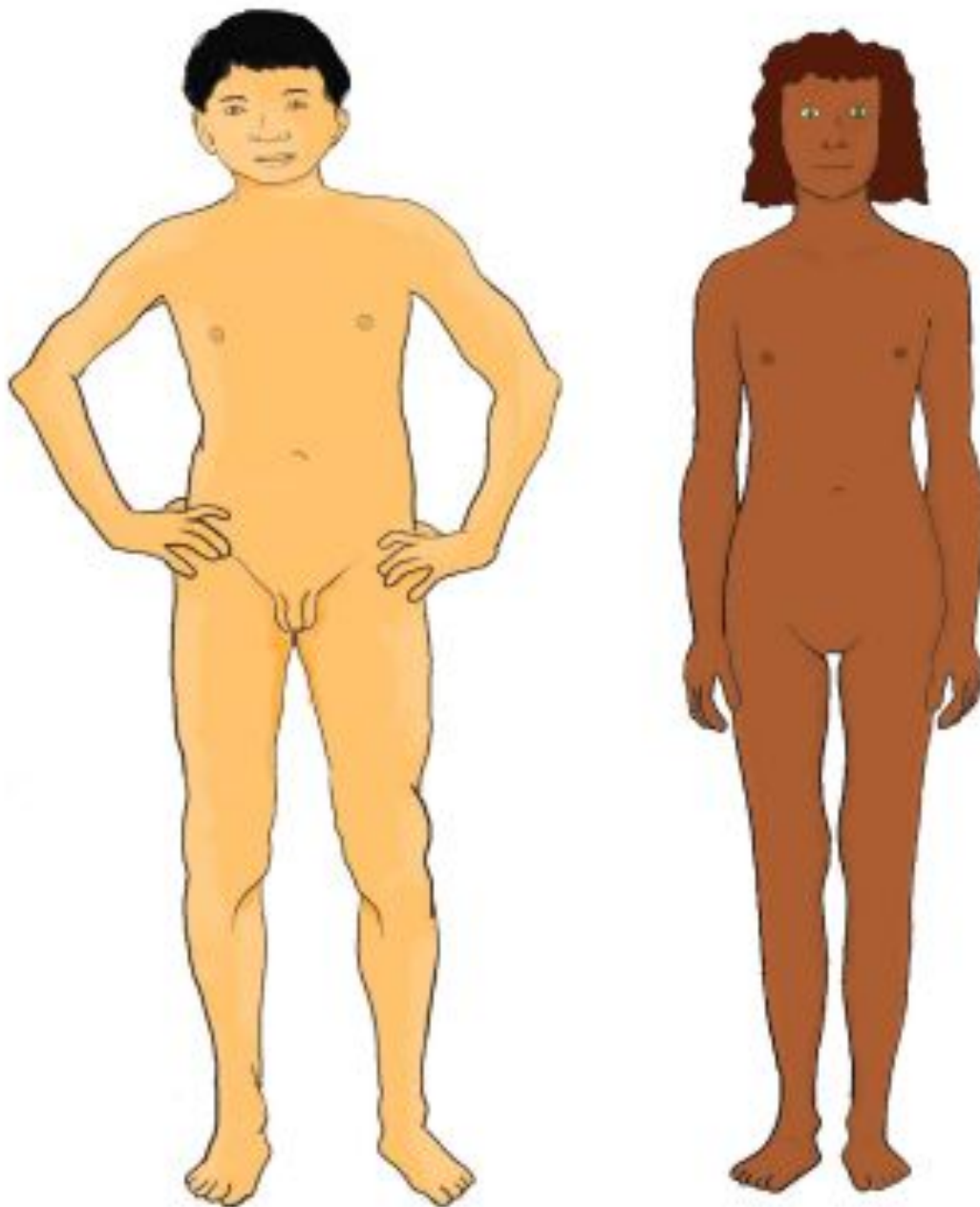
Male



Female



Both



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6. What is consent?

What is consent? Do I need permission?

ASKING FOR PERMISSION

Discover their current understanding of the key term 'asking for permission'. Remind children that if they are not sure about the answer to a question, it is OK for them to take a guess, or to leave it blank at this stage.

Invite some brief feedback, and, if children have not identified it in the 'other words that mean the same thing' section of the word map, introduce the term 'consent', explaining that this is a word we use to mean asking for and giving, or not giving, permission.

PERMISSION SITUATIONS

Children need to discuss and tick to show whether they think the person in the scenario needs to ask permission, or not, or if they are not sure/it depends. Two blank rows have been left at the end of the table for children to create their own examples; one which requires the person to ask permission, and another which doesn't.

Take some brief feedback and check understanding by going through the answers

Need to ask permission: Yazmin, Marcus, Gemma, Marlon, Jay, Alfi

Don't need to ask permission: Arla, Rodrigo, John

Not sure/it depends: Children may have identified Marcus or Gemma in this category, as if they regularly play computer games or skipping, they may feel it is not as necessary to ask permission in these cases.

For each case where the character needs to 'ask permission', identify who they would need to ask permission from (in some scenarios, there may be more than one person).

CONSENT STORYBOARD

Select one of the situations from the previous activity, or one they have created, where the character needs to ask permission. Ask them to work in pairs to create a storyboard that shows:

The situation (e.g. what the character wants / needs to ask for)

The asking (e.g. how they ask permission)

What would happen if the person they asked said 'yes'

What would happen if the person they asked said 'no'

Storyboard template can be used to help children create the two alternative outcomes. Encourage children to make sure they include:

- Ways to ask for permission
- Different ways to respond (e.g. how to give or not give permission)
- Respecting the person's decision

Ask children to include multiple ways the character might ask for permission – would any ways of asking affect the outcome?

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6. What is consent?

WHAT IF?

Now divide the class in two and, still working in their pairs, present them with a new scenario using **WHAT IF** "Sally wants to borrow Adam's mobile phone, and asks if she can use it." Ask children to think quietly by themselves, then discuss as a pair, then share their ideas with the class, for the following questions:

- *What might happen if Adam said no, but Sally took it anyway?*
- *What might happen if Adam said 'yes' at first, but then changed his mind and said 'no'?*
- *Why is it important to ask for permissions*

As pairs share their ideas, ensure the following key learning is emphasised:

- *A person's decision must always be respected, even if it makes us feel frustrated or upset. Unless someone clearly says 'yes', then it is not okay to ignore them, carry on anyway, or try to persuade them. Anyone who does this might get into serious trouble.*
- *It is okay to change our minds. Maybe Adam didn't know what Sally wanted to use the phone for, or he didn't think Sally was using it carefully, or he got worried his parents would be cross. Whatever Adam's reason, the phone belongs to him, and Sally should give it back straight away.*
- *It is important to respect other people and asking for permission is one way to do this. Different people like different things and are happy doing different things, so it is important to find out what other people want/like and not assume something is okay. Checking in with people is one way to be a good friend and shows we know our actions have consequences and that we care how other people feel.*

Revisit 'ASKING FOR PERMISSION'

See if children are able to add to their mind maps

Ask children to keep a log of when they need to ask permission during a day/week. They should include:

- *How often do they need to ask permission? Is it more or less than they had thought?*
- *Who do they need to ask permission from?*
- *What do they need to ask permission for?*
- *What words do they use to ask permission and what words do they usually hear in response?*

Children will know:

- situations where permission needs to be asked
- how to ask for, give, or not give permission
- why asking for permission is important in different situations

Relationship & Sex Education - Year 3

6. What is consent?

Are there different types of touch?

Context

In pairs, ask the children to think of as many different types of touch as possible e.g. push, hug, scratch and kiss.

Accept the words and write them on the board. Ask the children which touches they like and do not like. Ask whether it makes a difference who is touching them and why? For instance do they like to be hugged by everyone or only by certain people?

Emphasise that everyone is different, and it is important to know what each of them likes or dislikes. Everyone has the right to say what is ok and what is not ok.

Refer to Bubbles to Protect learning

Personal space and warning signs

Demonstrate personal space with another adult. One is A and the other is B.

A begins a conversation but is standing too close to B.

B says "No, you're standing too close can you move back please".

A takes a small step back.

B repeats the request.

Repeat until A and B are at least at arm's length.

Ask the class how they think B felt.

What are the physical warning signs when a person feels uncomfortable?

Bag of objects

In a circle, pass the objects around one by one and ask the children to decide which objects they like to touch and which they dislike.

Ask them to vote on each object.

Find out why people liked or disliked the feel of each object and reinforce that different people like different things.

Problem page

Explain what a problem page is and say that you have some examples of letters that people might write asking for advice.

Letter number one: ask the class for suggestions of how to help.

In groups answer the other two problems, half the class working on problem 2 and the other half on problem 3.

Feedback as a class and include the following suggestions:

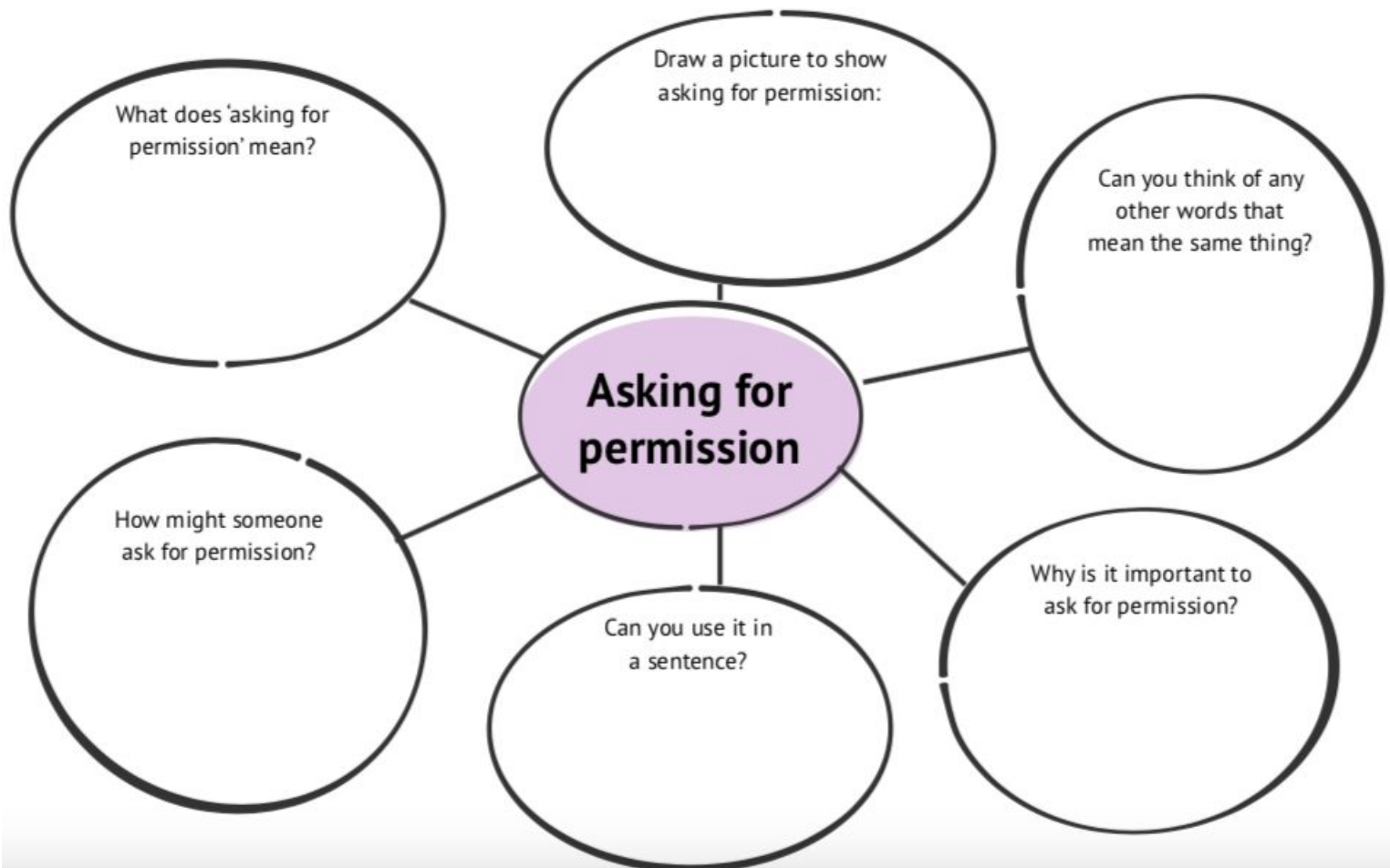
- *Ask the person to stop*
- *Move away from the person*
- *Tell an adult they trust*
- *Tell another adult if the first one doesn't believe them*

Children will know that:

- There are different types of touch
- People like, and do not like, different types of touch
- People like their own 'personal space'
- There are ways of communicating when you do not like certain types of touch

Relationship & Sex Education - Year 3

Asking for permission



Relationship & Sex Education - Year 3

Permission Situations

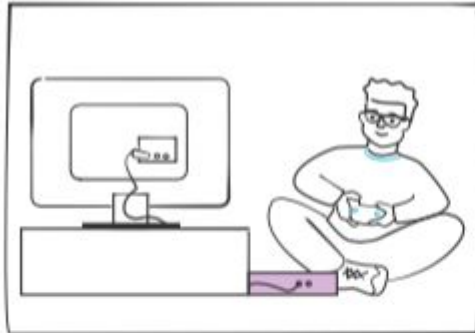
	Ask permission	Not sure / it depends	Don't need permission
Yazmin wants to have a sleepover at her friend's house.			
Arla wants to play with her jigsaws.			
Marcus wants to play his brother's computer games.			
Rodrigo wants to read a book in the book corner at quiet reading time.			
Gemma wants to play skipping with Hafsa and Mary at lunchtime.			
Marlon wants to hug someone in his class.			
Jay wants to borrow their friend's dress to wear at a party.			
John is playing in his garden and wants to go on the swing.			
Alfie takes a photo of Mike. He wants to share it with their other friends.			

Relationship & Sex Education - Year 3

Storyboard template

Relationship & Sex Education - Year 3

Personal space



Marlon wants to play his brother's computer game.



Marlon asks: " _____ "
_____ "



Marlon's brother says " _____ "
_____ "



Marlon's brother says " _____ "
_____ "



Marlon _____



Marlon _____

What if?

Sally wants to borrow Adam's phone, and asks if she can use it.



What might happen if:

- Adam said no, but Sally took it anyway?
- Adam said 'yes' at first, but then changed his mind and said 'no'?
- Why is it important to ask for permission?

Relationship & Sex Education - Year 3

Bubbles to protect

Problem 1

Dear Problem Page,

A boy at my school keeps pushing me over in the playground, he thinks that it is really funny but I don't. I told him to stop but he won't and he says if I tell someone I will be in trouble. What can I do?

J aged 8

Problem 2

Dear Problem Page,

My 15 year old cousin babysat for me and my sister the other day. He is really nice and he let us watch what we wanted on TV. When we were watching the telly he kept stroking my hair and I really didn't like it, it didn't feel right. I didn't know what to do and I don't want him to babysit again. What should I do?

M aged 9

Problem 3

Dear Problem Page,

My mum's friend Jane always grabs me and tickles me and kisses me all over as if I was still a baby. I find it really embarrassing and wish that she would stop. I think that my mum might be annoyed if I said something because Jane is her friend. What should I do?

R aged 8

Relationship & Sex Education - Year 3

7. Are all families the same?

Are all families the same? Who can I ask for help?

What is a family?

Reinforce that members of our family are special people, including carers and friends who are close to us and who we think are important. Ask the class questions about families, considering some of the following:

What makes a family?

Do families always live together?

Are people always born into families?

Do people always live with parents or other relatives?

Are people in families always married?

Do old and young people in families live together?

Where do family members live?

Make a list on the board of different kinds of family.

Family pictures

Give each group a **Picture of a family**. Display some questions on the whiteboard asking them to explore:

Who is in this family?

What kind of family relationship is it?

How big is this family?

As a whole class look at the different pictures on the white board and discuss what each group has observed and what similarities and differences there are between the families. Reinforce that there are different kinds of families and all are equally valid.

What are some of the ways that family members help each other?

Who can I talk to?

Refer to the problems from the last lesson and ask for some suggestions about who we can talk to when we need help.

Explain that this is different for different people and in different situations.

Show the **Who can I talk to? worksheet** on the whiteboard and then ask each child to complete one. Circulate and discuss their ideas with individual children.

As a whole class, discuss and tell the children who they can talk to in the school. Make sure that they know the number for Childline 0800 1111

Family stereotypes

Ask the class if they think there are fixed ideas (stereotypes) about families; for instance, about who is in a family? Where families live? E.g. do they all live in the same house, area or country?

Reinforce that stereotypes do not value the uniqueness and difference in real families.

Read **The Family Book** by Todd Parr, or a similar book about families.

One person to go to if you need help is...

Children will know that:

- All families are different and have different family members
- There are trusted adults who people can go to for help and support

Relationship & Sex Education - Year 3

Pictures of families



Relationship & Sex Education - Year 3

Pictures of families



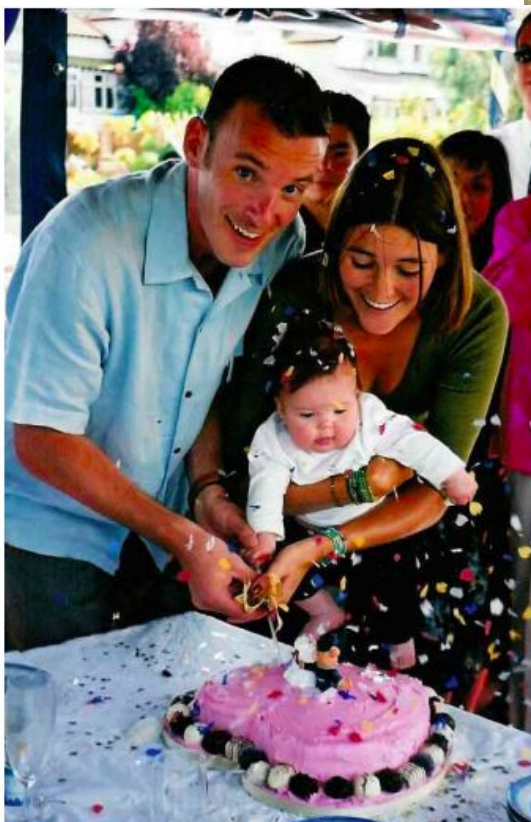
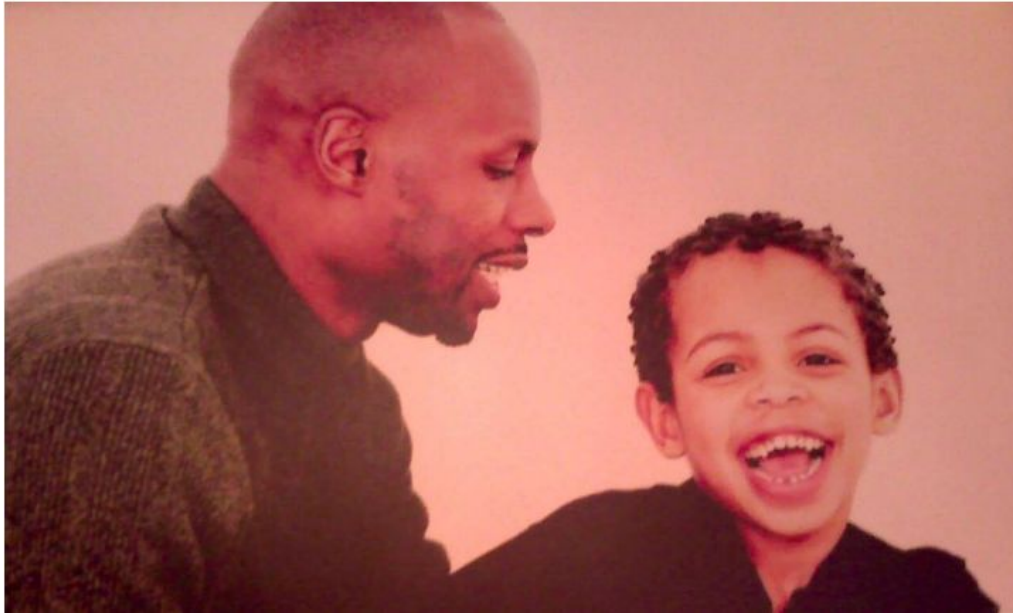
Relationship & Sex Education - Year 3

Pictures of families



Relationship & Sex Education - Year 3

Pictures of families



Relationship & Sex Education - Year 3

8. What is a healthy relationship? (Lifewise scheme)

Who can I ask for help?

Different Types Of Relationships [Lifewise - CLICK HERE](#)

Introduction

Relationships help us to feel like we belong, that we have people around us that we can trust and who care about us. to them.

Deeper understanding:

What is a relationship?
How can relationships help you?
Which of these are called relationships?
How can relationships help us?

Children will know:

- about what a relationship is.
- that there are different types of relationships.
- how relationships can help us.

Scenario

Ben usually has fun with his best friend, Sam. Lately, Sam has been unkind to Ben and he has been playing with different friends leaving Ben on his own. This has made Ben feel sad and lonely. He tries to talk to Sam about how he feels and why he likes him as a friend. What might Ben say to Sam?

Challenge activities - see Lifewise link

What makes a good relationship? (Class/Pairs/Individual)
My best friend (Individual)
Healthy and Positive Relationships (Pairs/Groups)
Move in twos (Play-Based Activity)

The Benefits Of A Good Relationship

[Lifewise - CLICK HERE](#)

Introduction

Trust, honesty, respect and understanding are just a few of the ingredients for a happy, healthy relationship.

Scenario

Sam has a good friend called Tim. Tim loves football and plays for the school team. Sam doesn't enjoy football but he waits for Tim to finish football practice every Tuesday after school so they can walk home together. He often gets cold when he's waiting but he doesn't mind. Would you say that Sam is a good friend? How would you describe Sam's relationship with Tim?

Challenge activities - see Lifewise link

Word meanings (Individual/Class)
Listening about loss (Individual/Class)
What makes a healthy relationship (Groups)
Gates (Play-Based Activity)

Deeper understanding:

What do you need to build a good relationship?
What is loyalty?
What kinds of things are important in a good relationship?
What is respect?
How can a relationship be like looking in a mirror?

Children will know:

- about how you can have the best relationships with other people.

Relationship & Sex Education - Year 3

Who can I ask for help?

If I had a problem, I could talk to these people:

Someone in my family or others
who look after me

Someone at school

Someone I don't know but I feel it
is OK to talk to

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Relationship & Sex Education - Year 3

9. Who is special in my life who I can trust? How can friends trust me? (Lifewise scheme)

People to trust

[Lifewise - CLICK HERE](#)

Introduction

We need to know who we can rely on to help us and to make us feel safe. We need to know the people we can turn to when we need to talk to someone. Who do you trust?

Scenario

Someone you don't know well or trust, asks you to tell them a secret.

What do you do and say?

Deeper understanding:

Why is it important to trust the right people?

Who can you trust?

Who can you talk to if you need advice or you are worried about something?

How can we show the people we care about that we can be trusted

Challenge activities - see Lifewise link

Little Red Riding Hood (Pairs/Class)

To trust or not to trust (Group)

Who can I trust? (Individual)

Secret Weapon (Play-Based Activity)

Children will know:

- who we can trust.
- why it is important to trust someone.

Relationship & Sex Education - Year 3

9. How can friends trust me? (Lifewise scheme)

Gaining trust

[Lifewise - CLICK HERE](#)

Introduction

In order to gain trust we need to tell the truth, be helpful and look after someone's best interests. Do the 'special people' that you trust do any of these for you?

Deeper understanding:

Who are the 'special people' you can trust and why?
How do we gain the trust of other people?
Who are the most important people that want to be able to trust you?
How can you show that you can be trusted?
Why is it important to have people that trust you?

Scenario

Your friend is worried about something but doesn't know who she can talk to. What can you tell her? How can you prove to her that you can be trusted?

Challenge activities - see Lifewise link

Who trusts me? (Individual)
The boy who cried, "Wolf!" (Pairs)
The boy who cried, "Wolf!" trust poster (Individual)
Move in 2s (Play-Based Activity)

Children will know:

- how we gain trust of others.
- the importance of being trusted.

Relationship & Sex Education - Year 3

10. Why do families separate and change? (Lifewise scheme)

What is Divorce and What It Might Mean For Children
[Lifewise - CLICK HERE](#)

Tackling Separation and Divorce in Your Classroom

The statutory RSHE guidance does not specifically refer to “divorce”, although there are references to children’s rights, home circumstances and family breakdown. Much of the focus of the guidance is on forming healthy relationships, but there is nothing on what ‘healthy’ might look like in the context of parental separation. The parents of approximately 280,000 children separate each year, and around 3.5 million children now live in families where the parents are no longer together.

LifeWise has been working with Dr Jan Ewing, a Research Fellow at the University of Exeter, and two leading charities working with separated families, the National Association of Child Contact Centres (NACCC) and the National Youth Advocacy Service (NYAS). Jan Ewing argues that statistics like the ones above make it clear that teaching children about their rights when parents separate is crucial. “Too often, children don’t have a voice in the separation process. And actually, children cope better when they are consulted about arrangements for them,” she says. “This is where PSHE can come in: normalising the range of emotions that children might feel at this time, outlining the support available to them and equipping children with knowledge of their rights under Article 12 of the UNCRC when parents separate, ensures they feel more confident in making their voice heard, leading to mental health and wellbeing benefits for these children. Explicitly teaching children about their rights when parents separate would be a massive step forward. More and more young people have parents who have separated, more live in blended families.”

Research by Jan Ewing and her colleague Professor Anne Barlow, funded by the Wellcome Centre for Cultures and Environments of Health (‘The HearT Project’), found that while there is a strong appetite for teaching - in primary and secondary schools - about children’s rights and the support available to children if parents separate, up until now there has been an absence of appropriate resources.

The issue is incredibly sensitive, and while many teachers are already skilled at handling difficult topics, when it comes to parental separation, there is an observed “gap in teaching”. These lessons intend to address this gap and the changes in teaching resources required.

10. Why do families separate and change? (Lifewise scheme)

Intro

The topic of separation of parents or carers, either through their relationship breakdown or through a divorce, is sensitive; however, there are many ways to make this less painful. Sharing a class reader is one way - "Mum and Dad Glue" is the one suggested to broach the topic. [Click here](#). LifeWise has also partnered with academics at the University of Exeter to create the characters of Poppy and Joe, through whom children can explore the impact of separation or divorce. They are used in videos and resources throughout the suite of lessons.

One important factor to note is the personal circumstances of the children in your class - this lesson could be delivered in smaller groups and could target those experiencing separation. There's a delicate balance between presenting factual, supportive information and providing empathetic support. Children invariably feel it's their fault, that somehow they can fix things - reiterate that it is never their fault or responsibility. And let them know that they can talk about feelings in the lesson or that there will be an opportunity immediately after - explain that it's okay to be sad, confused or angry. Research shows that some children whose parents separate do better if they get good support from friends, family and professionals and are given a voice in the decisions that need to be made. Explain that these discussions and activities are aimed at empowering children.

Supporting Resources

You may find these resources helpful when preparing for the lesson, especially if this isn't a topic you know very well.

[Helping Your Child Cope with Your Divorce or Separation | NSPCC](#)

Infographic for your classroom

[Click here](#) to view and download your infographic.

Scenario

Poppy heard her Mum and Dad arguing on the phone when she was in her room, and this made her feel sad. What could Poppy do?

Answer: Poppy could explain to her Mum and Dad that it makes her feel sad when they are unkind to each other and ask them to be nicer. If she is still feeling sad, she could talk to a teacher or friend.

Answer: There are lots of organisations that support children when parents separate, such as the National Association of Child Contact Centres, which has lots of helpful information on its website.

Teachers refer back to the options for accessing help. Teachers should have details of ChildLine, NACCC and NYAS to share with children if needed.

10. Why do families separate and change? (Lifewise scheme)

Challenge activities - see Lifewise link

Activity 1 - The Grief Cycle of Separation

Children will watch the [video](#) and then talk about The Grief Cycle of Separation.

Use the questions in the worksheet to structure your session.

Activity 2 - Lyrics to Music

Children can use the lyrics on the worksheet as inspiration to create a rhythm or melody. An excellent opportunity to express their feelings through music. The worksheet is in Teacher's Notes.

Activity 3 - The Suitcase Kid

Children will read the book, *The Suitcase Kid*, as a class and then complete the book review.

You can find the book review template to accompany this challenge in the Teacher's Notes.

The Suitcase Kid

Book Synopsis

Very upset at her parents' divorce, Andy cannot decide who she wants to live with. She spends one week at Mum's house and the next at Dad's but never really feels that she belongs anywhere.

As an independent reader, the book has an advisory of 9+ as a reading age; the character of Andy in the book is a ten-year-old, but there are younger characters, Zen and Crystal and Radish is the toy rabbit to whom Andy 'speaks'. The sensitive topic highlights the implications of separation and divorce, shows how situations can be resolved and is therefore suitable for a class reader.

Deeper understanding:

The grief cycle of separation starts with a video entitled 'Split' from a documentary showing the effects of separation and divorce on children. It has twelve brave and quite wise children speaking honestly about how it felt when their parents split. They reveal different stages of the grief cycle: Denial, Anger, Bargaining, Depression and Acceptance. Explain the grief cycle - often described as a response to losing someone very close.

There can be common stages, but it is a unique journey. For children experiencing their parent's divorce, the grief cycle could have begun before they knew of the separation or divorce. As children move through grief, there's no standard process or clear timeline, and some children may openly express grief while others may internalise it.

Children will know:

- that the features of positive family life can be impacted by separation and divorce but that family can still be there for each other in times of difficulty;
- that despite separation, different family compositions can still provide children with love, security and stability;
- when and why family relationships are making them feel unhappy, to know that they have rights and to consider how to access help and advice.